
A STUDY ON EMOTIONAL INTELLIGENCE OF TEACHERS OF HIGHER EDUCATION IN COIMBATORE CITY

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ABSTRACT

This study is aimed at studying and understanding the Emotional Intelligence of teachers of higher education in Coimbatore City. It focuses on the interpersonal and intrapersonal dimensions of Emotional Intelligence. Present study is descriptive in nature and convenient sampling technique was adopted. Both primary and secondary data were collected for the study. Primary data were collected through questionnaire and the secondary data were collected from magazines, journals, online databases, websites etc. The collected were analysed using percentage analysis, Mean, Standard Deviation and Chi-Square. From the analysis, certain findings are identified. Based on the findings some suggestions were given and conclusion is arrived at.

Key words: Emotional Intelligence, dimensions , Higher education, Teachers.

Introduction

The study focuses on emotional intelligence of teachers in higher education, Coimbatore, the present study is an attempt made to know the teacher's awareness about his/her emotions, the reaction to various emotional situation and to find out whether they are capable of differentiating between emotion level of reaction and to their intellectual level. family problem, negative comments from higher authorities, peer etc., will induce negative emotions from the teachers. These are the major problems that every institution and the students were facing in the current scenario. This study helps to control their emotional intelligence. This study checks the emotional intelligence of teachers on the basis of four quadrants. The first quadrant is self-awareness which includes emotional self-awareness, accurate self-assessment, and self-confidence. The second quadrant is other awareness which focus on empathy, organizational awareness, and service orientation. The third quadrant is self-management which includes self-control, trustworthiness, conscientiousness, adaptability, achievement orientation and initiative.

The fourth quadrant is social skills which includes team work and collaboration, developing others, influence, communication, leadership and conflict management. The present study elicits information on the extent to which the candidates are emotionally stable to handle the emotions among themselves and others. Consequently, the institution can do well with adjusted teams.

A teacher who is not able to control his/her emotional intelligence, can't become an effective teacher to the students and for institutions. Hence the study is undertaken.

Objectives

- To understand the emotional intelligence level of teachers in higher education.
- To identify and analyze the self awareness level of teachers in higher education.
- To analyze the self management level of teachers in higher education.
- To measure the social awareness level of teachers in higher education.
- To identify the social skills level of teachers in higher education.

Review of Literature

Following are the reviewed literature for this study

- **Sala, Fabio (2002)** a study was conducted on 'it's lonely at the top executives emotional intelligence self perception' participants for this study was mined from the Hay/McBer North American Emotional Intelligence Database. This emotional intelligence database contained 4998 people. Because 75% of these people did not report their level, the present study is based on the remaining 1214 participants. Seven hundred and thirty six (736) (61%) of the participants reflected relatively board age groups: 5% were between the ages of 20-29; 21% were 30-39; 28% were 40-49; 16% were 50-59; 2% were over 60 years old. Participants rated themselves on the ECI and were rated by others (i.e. peers, managers, and direct reports) average scores for each competency were computed and competency gap or discrepancy scores were calculated. Competency gap/discrepancy scores were participants' "self" score minus their "total others" score therefore, the higher level participants tend to have bigger gaps between their self and other perceptions. These findings help to more firmly establish a relationship self misperception and job level participants, but a consistent pattern was revealed through all job levels.
- **Stubbs, Elizabeth C(2005)** conducted study emotional intelligence competencies in the term and team leader. A multilevel examination of the impact of emotional intelligence of group performance this research examines the relationship between team leader emotional intelligence competences, team level emotional intelligence and team performance. It is argued here that team leader's emotional intelligence will influence the development of group level emotional intelligence, which was measured by team's emotional competent group's norms. Secondly, it is hypothesized that the presence of ECGNs will positively

improve the group effectiveness data were collected from 422 respondents representing 81 team, in a military organization. Result show that team leader emotional intelligence is significantly related the presence of emotionally competent group's norms, the team the groups lead and that emotionally competent are related to team performance. This research contributes to field by offering support for the affects the team leader's emotional intelligence as on the teams the lead as well as by showing team level emotional intelligence affects team performance. Propositions for future reports and practices are offered.

- **Moafian and Ghanizadeh (2009)** studied the impact of teacher's emotional intelligence on self-efficacy. Regression analysis with multiple variables indicated that dimensions of emotional self-awareness, interpersonal relation and problem solving were significant predictor of teacher's self-efficacy.
- **Edannur, S (2010)** assessed the emotional intelligence level of teachers educators of barak valley region in the Indian state of Assam(India). The result showed that the group under study possessed average emotional intelligence. The gender and locality of the teacher educators did not make any differential influence on their emotional intelligence.
- **Arvind Hans et al. (2013)** conducted a study on emotional Intelligence among teachers: A case study of private educational institutions in Muscat. The Study found that the teachers of private educational institutions have high level of Emotional Intelligence. A similar study was conducted to identify the level of emotional intelligence among the teachers

Methodology

The research design is descriptive research. Convenience sampling method was used to collect data. The sample size was 130 questionnaires were distributed to all sample respondents. Out of 130 respondents who were issued with questionnaire, only 98 respondents filled the questionnaire and duly returned, thus the sample size for the study was limited to 98. The data may be classified as primary and secondary data. The primary data which are collected a fresh was through questionnaire. The secondary data was collected from the various books and journals. The whole data was collected for the research, was done by the convenient of the respondents.

The questionnaire method was used to collect the primary data from the universe on the perspective of emotional intelligence. The questionnaire includes the dimensions like Personal data, Self-Awareness, Self-Management, Social Awareness, Social Skills. The questionnaire with 5 dimensions of emotional intelligence and range of 73 questions by using the 5 point scale. In this research, the statistical tools used by the researcher are Average, Standard Deviation and Chi-Square. By these analyses the researcher gets effective results.

Limitations of the study

- Emotional intelligence of teachers is not a constant, because it depends upon the attitude of the person and it may get changed.

- Emotional intelligence cannot be measured in all the circumstances as in the case of IQ tests as emotional intelligence deals with self awareness, self control, empathy, emotional exploitation, social abilities.
- The result cannot be standardized as in the case of IQ.

Results and Discussions

Table 1

Comparison of Emotional Intelligence Scores among Arts, Management and Engineering College Teachers

Category	Self Awareness		Self Management		Social Awareness		Social Skills	
	Average	SD	Average	SD	Average	SD	Average	SD
Arts	38	4	91	9	46	5	91	12
Management	40	3	93	8	50	5	97	8
Engineering	38	3	89	8	45	4	89	8

Inference:

The table shows the Average and Standard deviation of Emotional Intelligence (EI) scores of teachers of Arts, Management and Engineering Colleges. The average EI score for Management Institution is 271, Arts College is 266, and Engineering College is 259. When compared to Arts, and Engineering College teachers, The Management College teachers are depicting higher emotional intelligence. The Arts College teachers are showing higher Emotional Intelligence than the Engineering College teachers.

The SD of EI score for Management teachers is 19, Engineering College teachers are 21 and that of Arts college teachers is 34, respectively. The lower SD value for Management Teachers suggests that they are more homogeneous in Emotional Intelligence than Arts and Engineering College Teachers.

Table 2**Comparison of Emotional Intelligence in terms of various dimensions**

Category	Average	SD
Arts	266	34
Management	271	19
Engineering	259	21

Inference:

The table presents Self Awareness component scores of EI among Arts, Management, and Engineering Teachers in terms of Average and Standard Deviation. The average score for Arts College is 38, that for Management Teachers is 40 and for Engineering Teachers it is 38. It may be inferred that Self Awareness among Management Teachers is higher. Among Arts and Engineering Teachers it is equal. However the variations are very little. This also indicates that the individual component dimensions of EI may vary among Management, Arts and Engineering Teachers differently than that of EI taken as a whole.

The SD for Self Awareness for Arts Teachers is 4, for Management teachers is 3 and for Engineering teachers it is 3. This shows that Management Teachers are more homogenous than Engineering teachers who in turn are more homogenous than Arts teachers as far as Self Awareness are concerned.

The Self Management component scores of EI among Arts, Management and Engineering Teachers in terms of Average and Standard Deviation. The average scores for Arts College teachers is 91, for Management teachers is 93, and for Engineering College Teachers it is 89. The above average results shows that Self Management among Management College Teachers is higher than the Arts and Engineering College Teachers. Again when compare to Arts and Engineering College Teachers, the Arts College Teachers had more Self Management than the Engineering College Teachers.

The SD for Self Management for Arts Teachers is 9, for Management Teachers is 8 and again for Engineering teachers is 8. This shows that Management Teachers are more homogenous than Engineering Teachers who in turn are more homogenous than Arts Teachers as far as Self Management is concerned.

The Social Awareness components of EI among Arts, Management and Engineering College teachers in terms of Average and Standard Deviation. The average score for Arts College teachers is 46, for Management College teachers is 50 and for Engineering College teachers is 45. It may infer that Social Awareness among Management College teachers is higher than the Arts and Engineering College teachers. Among Arts and Engineering College teachers, the Arts College teachers are having more Social Awareness than the Engineering College according to the data.

The SD score for Social Awareness for Arts teachers is 5, and again for Management Institution is 5, for Engineering College it is 4, According to the SD, the Engineering College teachers are more homogenous when compared to Arts, and Management Colleges teachers.

The Social Skills component of EI among Arts, Management and Engineering College teachers in terms of Average and Standard Deviation. The average score for Arts College teachers is 91, Management College teachers is 97, and for Engineering College teachers is 89. It concluded that Social Skills among Management teachers is higher than the Arts and Engineering, when compared to Engineering College teachers, the Arts College teachers are having the high level of Social Skills.

The SD score for Social Skills for Arts College teachers is 12 and for Management and Engineering teachers are equal it is 8. According to the SD the Management and Engineering Colleges are homogenous when compared to Arts College teachers.

Chart 1

Comparison of Emotional Intelligence in terms of various dimensions

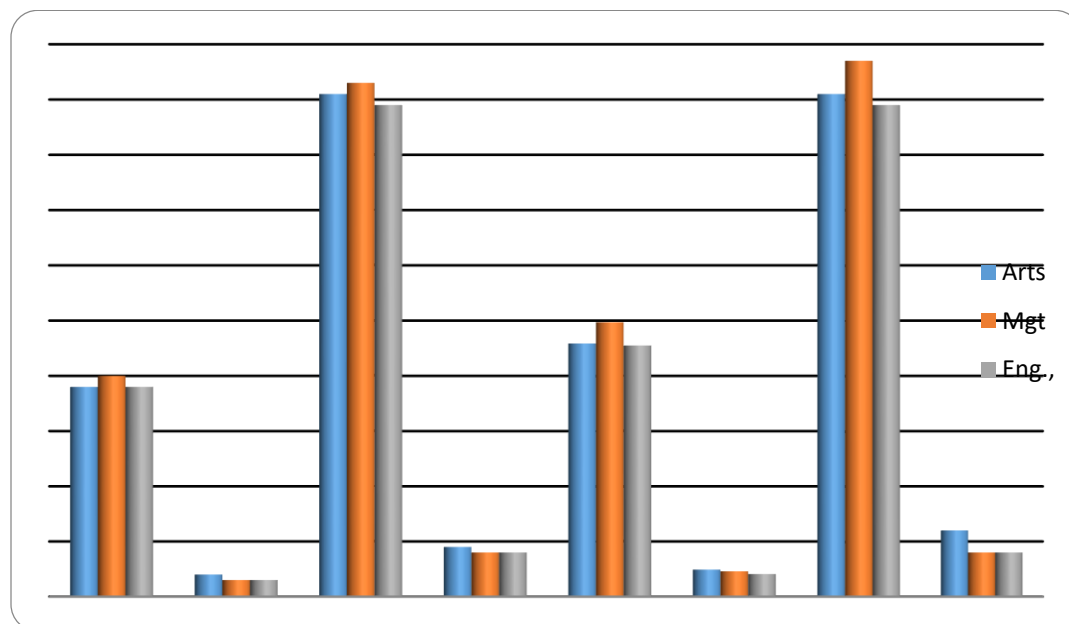


Table 3

Comparisons of Emotional intelligence among gender

Category	Gender	
	Average	SD
Male	258	27
Female	266	26

Inference:

The table shows the average and SD of emotional intelligence scores among gender. The average EI score for male it is 258, and for female is 266. This shows that the emotional intelligence for female is higher when comparing to the male. The standard deviation score for male and female it is 27 and 26 which respectively. The female are more homogenous when compare to male.

Table 4**Comparisons of EI among Gender in terms of Self Awareness**

Category	Self-Awareness		Self-Management		Social Awareness		Social Skills	
	Average	SD	Average	SD	Average	SD	Average	SD
Male	39	4	90	9	46	5	89	12
Female	38	3	91	9	46	5	92	9

Inference:

The above table presents self-awareness component scores of emotional intelligence among gender. The average score for male it is 39 and female is 38. It may Inferred that self awareness among male is higher than the female. The standard deviation score for male and female it is 4 and 3 respectively, it confirmed that female is more homogenous when compared to the male, as far as the self awareness is concerned.

The self management component scores of emotional intelligence among gender in terms of average and standard deviation. The average score for male is 90, and for female is 91. This shows that the self management for female is higher when compared to the male. The standard deviation score for male is 9 and for female is 9.

The social awareness component scores of emotional intelligence among gender in terms of average and standard deviation. The average score for male it is 46 and for female also it is 46. The social awareness level for both male and female are same. The standard deviation for male and female it is 5.

The social skills component of emotional intelligence among gender in terms of average and standard deviation. The average score for male is 89 and for female it is 92. This inferred that the social skills among female is higher when compare to the male. The standard deviation for the male is 12 and female it is 9. Through this it concludes that female is more homogenous when compared to the male.

Table 5

Comparisons of Emotional Intelligence among Age

Category	AGE	
	Average	SD
< 30	263	30
>30	265	17

Inference:

The table presents the average and standard deviation of emotional intelligence among age. The average score for less than 30 it is 467 and for more than 30 it is 118. This shows that the category which is in less than 30 have more emotional intelligence than the category more than 30. The standard deviation for less than 30 it is 377 and for more than 30 it is 202. By this it concluded that the category more than 30 is more homogenous when compared to the category less than 30.

Table 6

Comparisons of EI among Age in terms of Self Awareness

Category	Self Awareness		Self Management		Social Awareness		Social Skills	
	Average	SD	Average	SD	Average	SD	Average	SD
< 30	38	4	90	9	46	5	90	11
>30	39	3	93	7	48	4	93	7

Inference:

The table presents the self-awareness components scores of emotional intelligence among age in terms of average and standard deviation. The average score for the category less than 30 it is 68 and for the category > 30 it is 55. This shows that the self-awareness among the category less than 30 is higher than the category more than 30. The standard deviation for the less than 30 is 16 and for more than 30 it is 30. By this it concluded that the less than 30 categories have more homogenous than the more than 30 age group.

The self-management components score for the emotional intelligence among age in terms of average and standard deviation. The average score for the category less than 30 is 160 and for the category more than 30 is 132. This shows that the self-management among the less than 30 age group

is higher than the more than 30 age group. The standard deviation for the less than 30 is 39 and for more than 30 it is 74. The age group less than 30 are more homogenous than the more than 30 age group.

The social awareness components score of emotional intelligence among age in terms of average and standard deviation. The average score for the less than 30 age group is 81 and for the more than 30 age group is 68. It may infer that the social awareness among less than the 30 is higher than the more than 30 age group. The standard deviation for the less than 30 age group is 19 and for more than 30 it is 36. This shows that less than 30 age group is more homogenous than the more than 30 age group.

The social skills components score for emotional intelligence among age in terms of average and standard deviation. The average score for less than 30 is 160 and for more than 30 it is 133. This shows that the social skills among less than 30 are higher than the more than the 30 age group. The standard deviation for the less than the 30 is 38 and for the more than 30 is 71. This tells that the less than 30 is more homogenous than the more than 30 age group.

Findings

1. The EI scores for Arts, Management and Engineering are compared in terms of Average scores and Standard Deviation (σ). The data show that Management Institution teachers are having higher EI when compared to Arts and Engineering College teachers. Next to Management Institution, Arts College teachers are higher in EI than the Engineering College teacher.
2. The Average and Standard Deviation (σ) for Arts, Management and Engineering College teachers are compared for the Self Awareness component of EI. It can be inferred that Management Institution teachers are having high Self Awareness, However in case of Arts and Engineering College teachers level of Self Awareness are equal.
3. The Average and Standard Deviation (σ) for Arts, Management and Engineering College teachers are compared for the Self Management component of EI. The results show that Management Institution teachers manage their self better when compared to Arts and Engineering college teachers.
4. The Average and Standard Deviation (σ) for Arts, Management and Engineering College teachers are compared for the Social Awareness component of EI. It can be inferred that Management teachers are having higher Social Awareness, when compared to Arts and Engineering College teachers.
5. The Average and Standard Deviation (σ) for Arts, Management and Engineering College teachers are compared in terms of Social Skills is that Management Institution teachers are having higher level of Social Skills when compared to Arts and Engineering.
6. The Chi- Square value is 0.19. This is not significant at 5% level. Hence there is no relationship between the Gender and EI. However, the average score for EI are higher for Females than the Males.

7. The Chi-Square value is 1.76. This is not significant at 5% level. Hence there is no relationship between the Age and EI. However, the average score for the Greater than 30 Age Group are higher than the Less than 30 Age Group.

Suggestions

- To become emotionally intelligent, the teachers need to be aware and manage their own emotions in their interactions.
- To make the teachers aware of their own emotions the institution can also arrange for a transcendental meditation, relaxation programmers, stress relieving programmers.
- Apart from these the teachers can relax themselves they need to spend more time with the peers and friends.

Conclusion

Managing human resources of an institution is not easy as managing other things in life. It needs some special qualities like listening to others through which one can understand others feeling, expression one's thoughts in such a way that the meaning is not distorted. Here communication means expressing the feelings through behavior. From this study, it is found that the teachers are aware of the behavior which helps them to indentify the emotions. When they are capable of identifying the emotions then they can understand and manage their emotions. This means that they are emotionally intelligent. The study reveals that the respondents have a high level of emotional awareness. In their reaction they seem to be wiser and everyone wants to have healthy relationship with in defense of their position, power and other factor. And in handling grievances and problems they adopt a smooth way of expressing their feelings, redressing grievances and solving problem.

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